

MODULE 3: EFFECTIVE CLASSROOM PRACTICE: ACTIVE ENGAGEMENT OF STUDENTS MULTIPLE OPPORTUNITIES TO RESPOND

Session 4:
Classroom MBI
Team Training
Presented by the
MBI Consultants

Putting Montana Students First **A⁺**



LEARNING GOAL

Why do students need opportunities to respond?

How do we provide opportunities to respond?

EFFECTIVE CLASSROOM PRACTICES: “GREAT EIGHT”

Expectations and rules

Procedures and routines

Continuum of strategies to acknowledge appropriate Behavior

Continuum of strategies to respond to inappropriate behavior

Active supervision

Multiple opportunities to respond

Academic success and task difficulty

Activity sequence and offering choice

WHY PROVIDE MULTIPLE OPPORTUNITIES TO RESPOND?

Behavioral Outcomes:

Increases student engagement with instruction

Allows for high rates of positive, specific feedback

Limits student time for engaging in inappropriate behavior

Is an efficient use of instructional time

WHY PROVIDE MULTIPLE OPPORTUNITIES TO RESPOND?

Improved Reading Performance:

1. Increased percentage of reading responses
2. Mastery of reading words
3. Rates of words read correctly
4. Decreased rates of words read incorrectly

(Carnine, Skinner, Smith & McLean)

Improved Math Performance:

1. Percentage of problems calculated correctly per minutes
2. Number of problems completed
3. Active correct responses

(Skinner, Belfior, Mace, Williams-Wilson, & Johns)

GUIDELINES FOR RESPONSE STRATEGIES

Track students responses

Ensure a variety of individual
response strategies

Provide Professional Development
for **ALL** staff

Engage in a mindset strategy flexibility

STRATEGIES TO INCREASE STUDENT OPPORTUNITY FOR RESPONSE

Using response modes

Response cards, whiteboards,
choral responses

Providing guided notes

Utilizing direct instruction techniques

Implementing peer tutoring

Utilizing computer based instruction

Two common methods used to increase the rate of presenting OTRs in a classroom include:

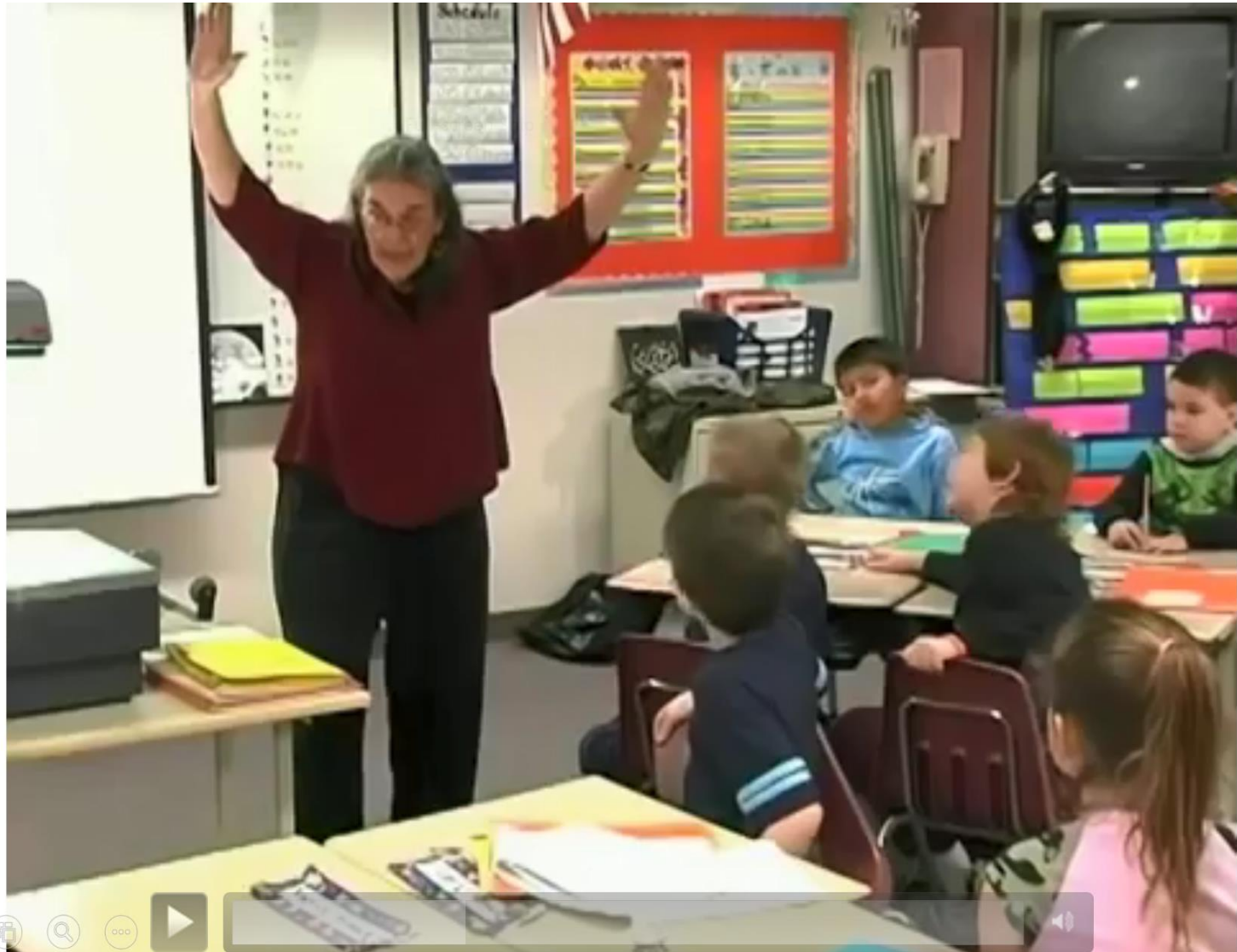
Choral Responding

Students answering a question in unison

Response Card

Erasable boards on which all students write their answers to a question and then hold the boards up for the teacher to see

Choral: Whole Class Responses



CHORAL PARTNER RESPONSES



Partner Responses

CHORAL TEAM RESPONSES



INDIVIDUAL RESPONSES

Individual Oral Responses



RESPONSE CARDS

Cards, signs, or items simultaneously held up by all students to display their responses

Types of response cards

Preprinted Cards:

- Yes/No, True/False, Agree/Disagree,

Preprinted Cards with Multiple Answers:

- Letters, Numbers, Parts of Speech, Characters in a Story

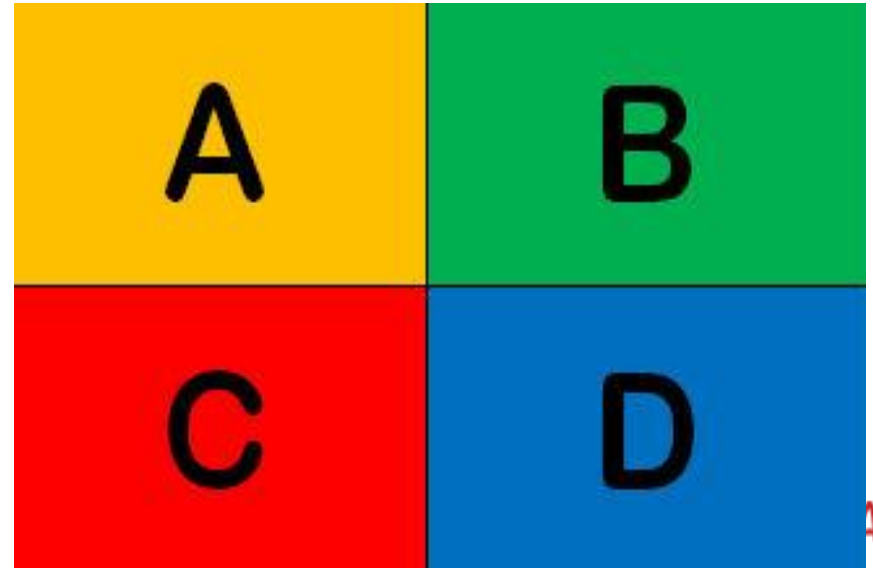
Write-On Cards:

- 9X12 Response Cards & Dry-Erase Markers

- Back side of recycled paper

Easy to manipulate, display and see

Examples of Response Cards



USE OF RESPONSE CARDS

Teach, model and practice the routine

1. Question
2. Think
3. Decide Answer
4. Wait
5. Cue to Show
6. Hold up Card
7. Put Down Card
8. Prepare for Next Question.

Maintain lively pace

Short time between questions

Give clear cues

OK to look at classmates' cards

Specific, positive feedback for correct answers and use of cards

ELECTRONIC ALTERNATIVES

Hi-Tech equivalent of response cards:

Clickers

Cell phones

www.polleverywhere.com

www.socrative.com

VIDEO: SOCRATIVE

2 MIN



HOW TO DEVELOP GUIDED NOTES

Examine existing lecture outlines

Delete key facts, concepts & relationships

Insert concept maps, graphs, charts, diagrams & other resources

Provide formatting cues
(blank lines, numbers, bullets, etc.)

Do not require students write too much

DIRECT INSTRUCTION

Direct Instruction (DI) is a teaching model that emphasizes carefully planned lessons designed around small learning increments with clearly defined and prescribed teaching tasks

It is based on the theory that clear instruction eliminates misinterpretations and can greatly improve and accelerate learning

(NIFDI website)

DIRECT INSTRUCTION

Characteristics:

Explicit, systematic instruction
based on scripted lesson plans

Ability grouping

Emphasis on pace and efficiency of instruction

Frequent assessment

Quick pace helps keep students on task

New material is worked on in highly
interactive format

CLASS-WIDE PEER TUTORING

Highly structured format

Reciprocal peer tutoring so every student can tutor and be tutored

Promote high levels of on-task behavior

Actively engages all students in the classroom simultaneously

CLASS-WIDE PEER TUTORING

Common Characteristics...

Clearly defined learning tasks/responses

Individualized instruction

High rates of active student responding

Immediate feedback and praise for correct responses

Systematic error correction

Measurement of student progress

Motivation for students

COMPUTER-ASSISTED INSTRUCTION

Provides...

High levels of response opportunities

Immediate feedback

Enhanced motivation for learning

Ex: MT Digital Academy

Ed Ready

RATE OF OPPORTUNITIES TO RESPOND

New Material:

- 4 – 6 student responses per minute with 80% accuracy

Practice Work:

- 9 – 12 student responses per minute with 90% accuracy

(CEC, 1987; Gunter, Hummel & Venn)

WITH INTENTION: BLUE

Provides teacher expectations to increase engagement:

Bell Ringers

Learner Objective

Understanding Checked

Exit Strategies

NOTE TAKING ACTIVITY

Add 3-4 essential ideas on **Active Engagement and Opportunities to Respond** to your folded notebook

Be ready to share with the large group

MOVEMENT

TEAM TIME (2)

Discuss review essential strategies, expectations, procedures, rewards, and corrections

Discuss active supervision

Discuss opportunities to respond

Be ready to report out!!!